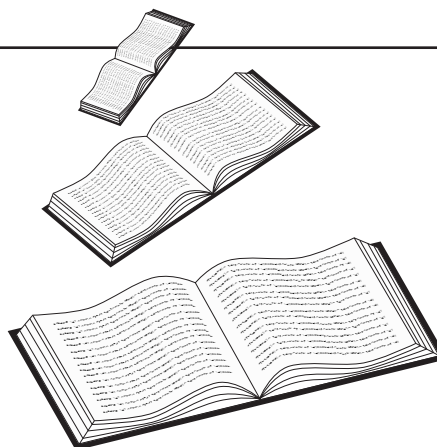
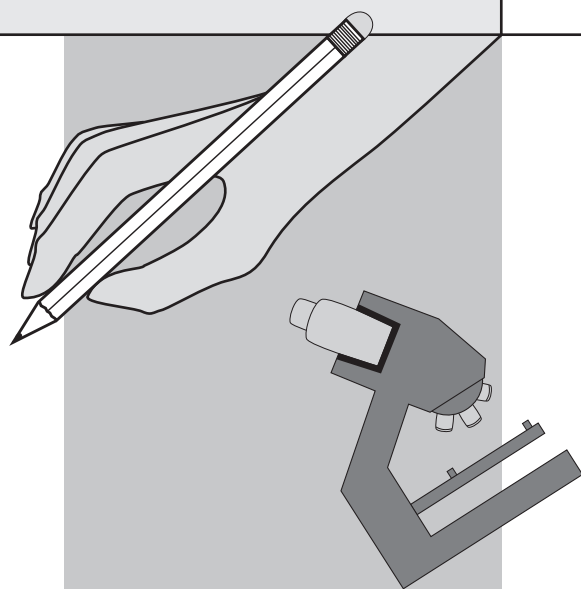
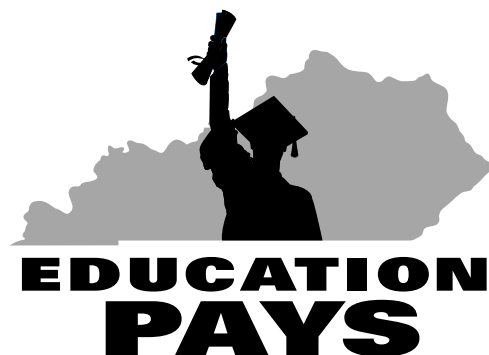


RELEASE FORM
GRADE 4
SPRING 1999

COMMONWEALTH ACCOUNTABILITY TESTING SYSTEM
KENTUCKY CORE CONTENT TEST-SPRING 1999

RELEASE FORM

GRADE 4



RELEASE FORM

NOTICE: This test form released for school use Spring 1999.

The following is the general guide that will be used to evaluate your answers to open-response questions.

KENTUCKY GENERAL SCORING GUIDE

SCORE POINT 4

- You follow all directions and finish all parts of the question.
- You are able to answer the question clearly so that others can understand.
- You show that you completely understand the information that is asked about.
- You show and/or explain the quickest and best way to get an answer.
- You are able to show and explain what you know by using complex examples, by showing connections between ideas and the real world, by comparing different ideas, and/or by showing how the ideas work together.

SCORE POINT 3

- You follow the directions and finish most of the parts of the question.
- You are able to answer the question clearly so that others can understand.
- You show and/or explain that you understand the big ideas about the question but there may be a few little mistakes or wrong ideas.

SCORE POINT 2

- You follow some of the directions and finish some parts of the question.
- Your answer may not be complete but it is clear so that others can understand.
- You understand only parts of the information to answer the question.

SCORE POINT 1

- You understand only a small part of the information asked for in the question.
- You only answer a small part of the question.

SCORE POINT 0

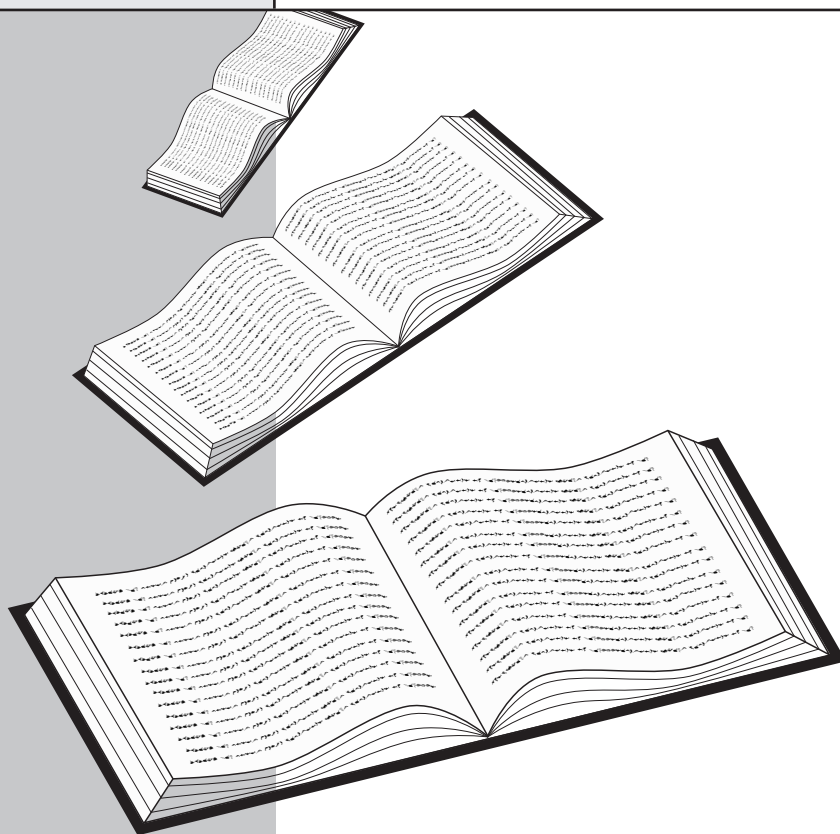
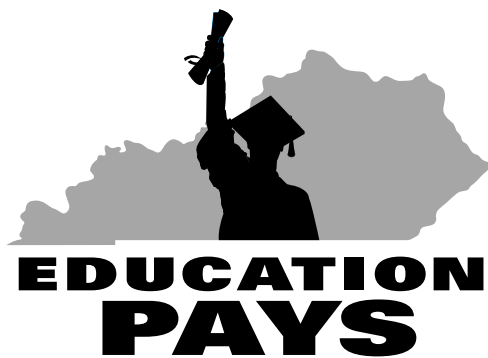
- Your answer is completely wrong or has nothing to do with the question.

BLANK

- You did not give any answer at all.



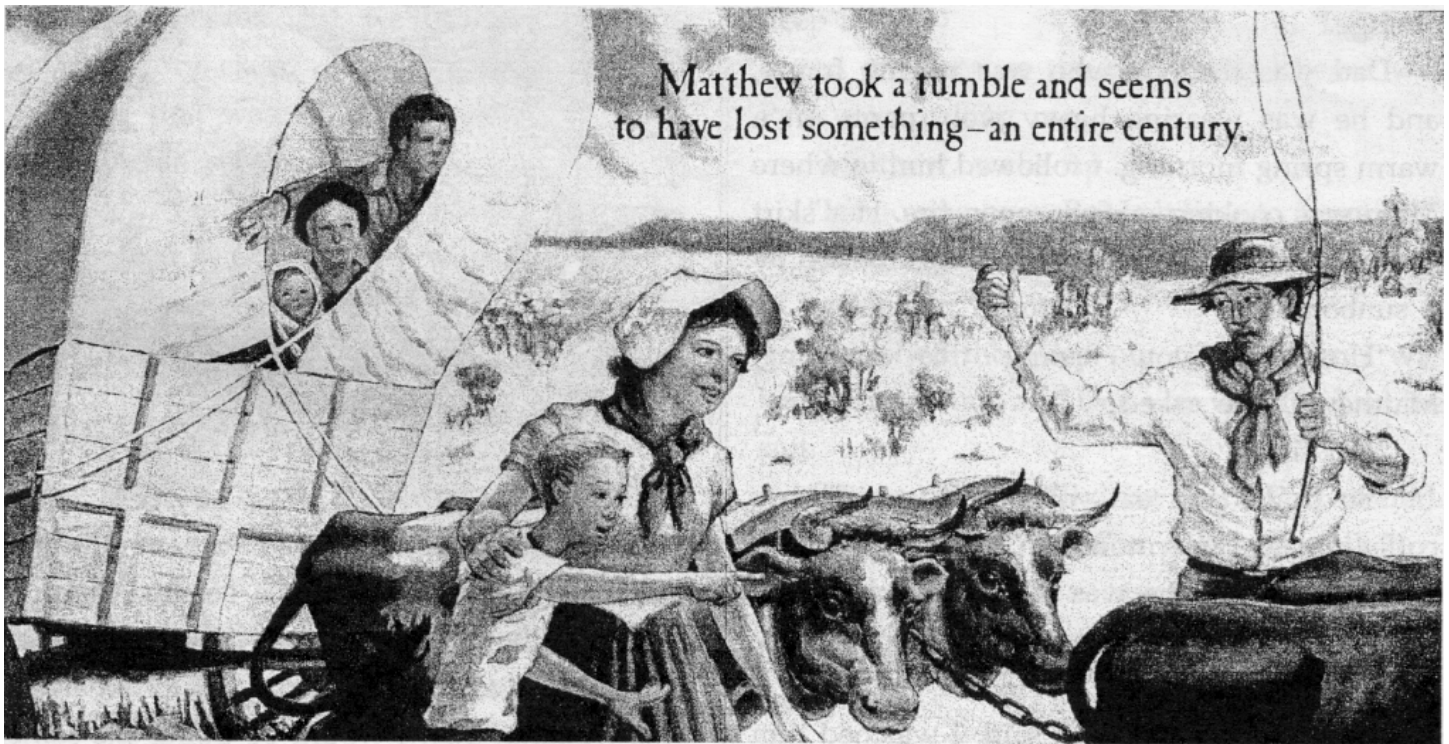
GRADE 4 READING



READING – SECTION A

This test section contains three reading selections with a total of twelve multiple-choice and three open-response (short-answer) questions. Please mark your answers for the multiple-choice questions in the spaces provided on page _ of your Student Response Booklet (Reading). Mark only one answer for each question. If you do not know the answer, make your best guess. DO NOT WRITE ANY ANSWERS IN THIS TEST BOOKLET. WHEN YOU FINISH, DO NOT WORK ON ANY OTHER TEST SECTION.

Read the following story to find out what happens when a boy wakes up one morning to a strange discovery. Then answer the questions.



First Light

by Sue Allen

“Wake up, Matthew.”

“It’s still dark,” I said to my father.

“Of course it is. We always move on before first light.”

“Move where?” I asked. I sat up and hit my head on something hard. I was tangled up in my blanket, but I wasn’t in my bed. I’d been sleeping on the floor.

“Could you turn the light on?” I asked.

“The oil lamp is burning, and the sun’s coming up. Your ma’s cooking breakfast.”

Something was wrong. We didn’t use oil lamps.

“Did we have a power failure?”

“A what?” Dad asked.

“Did the electricity go out?”

“Son, crawl out of there. Your chores are waiting.”

I rolled out and stood up. I was in front of a

wagon—the kind I’d seen in old movies. I looked around, and there were lots of prairie schooners just like the one I’d been sleeping under.

“Where are we?” I asked.

“I reckon we’re in Nebraska Territory,” Dad answered.

“Where are we going?”

“Same place we started out for, west to Oregon.”

“Awesome,” I said.

“Son, ever since you tumbled down that ravine a ways back, you’ve been talking real strange.”

Dad was the one who was talking funny, and he was wearing heavy wool pants on a warm spring morning. I followed him to where Mom was cooking over an open fire. Her skirt touched her ankles, and her face was hidden by a sunbonnet.

“How are you feeling this morning, Matthew?” she asked.

“I’m fine.”

“Sit down and eat your breakfast. There’s coffee, beans, and mountain bread.”

The woman who was talking to me looked like Mom, but my mother would never let me drink coffee.

“Eat hearty, Son,” Dad said. I watched him dip the bread in his coffee.

I tried to eat the bread, but it was so hard and dry that I had trouble swallowing it. I kept looking at the beans, but my stomach couldn’t take beans so early in the morning.

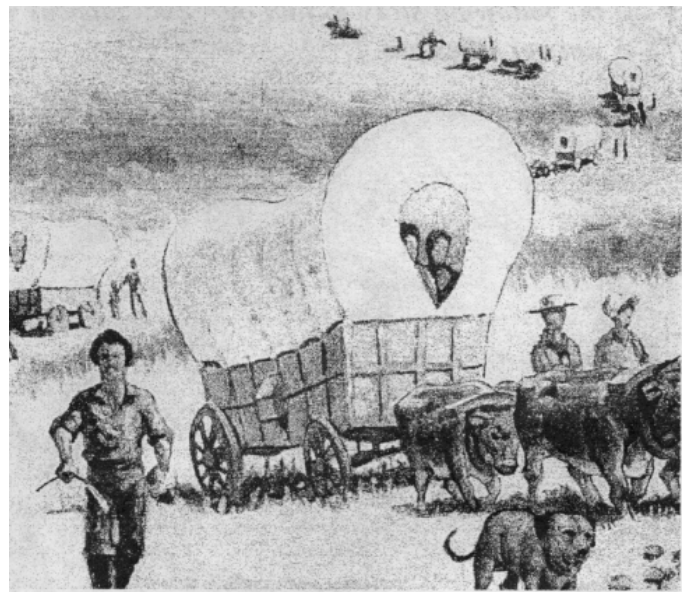
“Better yoke up the oxen, Son,” Dad said.

“Sure thing,” I answered, even though I didn’t know how to hitch up a horse, much less yoke up an ox.

“Charles, I’m worried. Ever since Matthew took that spill, he hasn’t been himself,” Mom said.

“I’ll keep my eye on the boy,” Dad promised.

Oxen are big animals, and at first I was scared, but they were gentle. The biggest ox slipped into



his yoke, and the others followed. I heard a trumpet in the distance and hoped it was cavalry coming to rescue me. “Who’s playing the horn?” I asked.

“You know as well as I do that’s our signal to move out.”

“Sure thing, Pa.” I decided I’d better go with the flow, and calling him Pa seemed right.

I was about to climb into the wagon when I saw Ma walking next to it. I figured if she was walking, then I would be doing the same. It was going to be a very long hike from Nebraska to Oregon.

We walked together, and the sun was beating down on us. It was dusty, and I was tired, hot, and thirsty. Mom’s aerobics classes had paid off. I was having trouble keeping up with her.

“How come we’re not taking a train to Oregon?” I asked. I was sure airplanes hadn’t been invented, but it seemed safe to mention trains.

“Land sakes alive!” Ma cried. “You’re talking foolishness. There aren’t any trains out here.”

“What year is it?” I didn’t know any way to find out other than asking directly.

“Matthew, you don’t recollect what year it is?”

I knew it had to be somewhere between 1800 and 1900, but the odds of my picking the right year weren't good.

"President Franklin Pierce was elected last year," Ma said.

I know that was supposed to clear things up, but it didn't. President Pierce wasn't one of those famous presidents we'd spent a lot of time on in history class.

"And that was 18...18..."

"52," Ma said.

"Right, Ma. I remember now."

The sun was overhead when the wagons halted.

"I reckon it's time for nooning," Ma said.

She sliced up some of the same bread we'd had for breakfast and poured cold leftover coffee into tin cups. I chewed on the bread, wishing it were a juicy apple, microwave popcorn, or a frosty glass of milk. We needed to do some serious

grocery shopping.

After we ate, we rested. The land around us was wide open. There weren't any towns, houses, cars, or fences. I could see for miles. Purple wildflowers were blooming, and the sky was deep blue. It was quiet and peaceful. I guess I dozed off, because the next thing I heard was Pa's voice calling me.

"Matthew, wake up."

"Is nooning over, Pa? Is it time to move on?"

"Son, if you don't 'move on,' you're going to be late for school."

I brushed the sleep out of my eyes. I was back in my room, and Dad was wearing his blue suit.

"Hurry up, and I'll drive you," Dad offered.

"Thanks, Dad, but I'm going to walk."

After all, if my ancestors had walked to Oregon, I figured I could walk to school.

Mark your answer choices for multiple-choice questions 1 through 4 in the spaces provided on page _ of your Student Response Booklet.

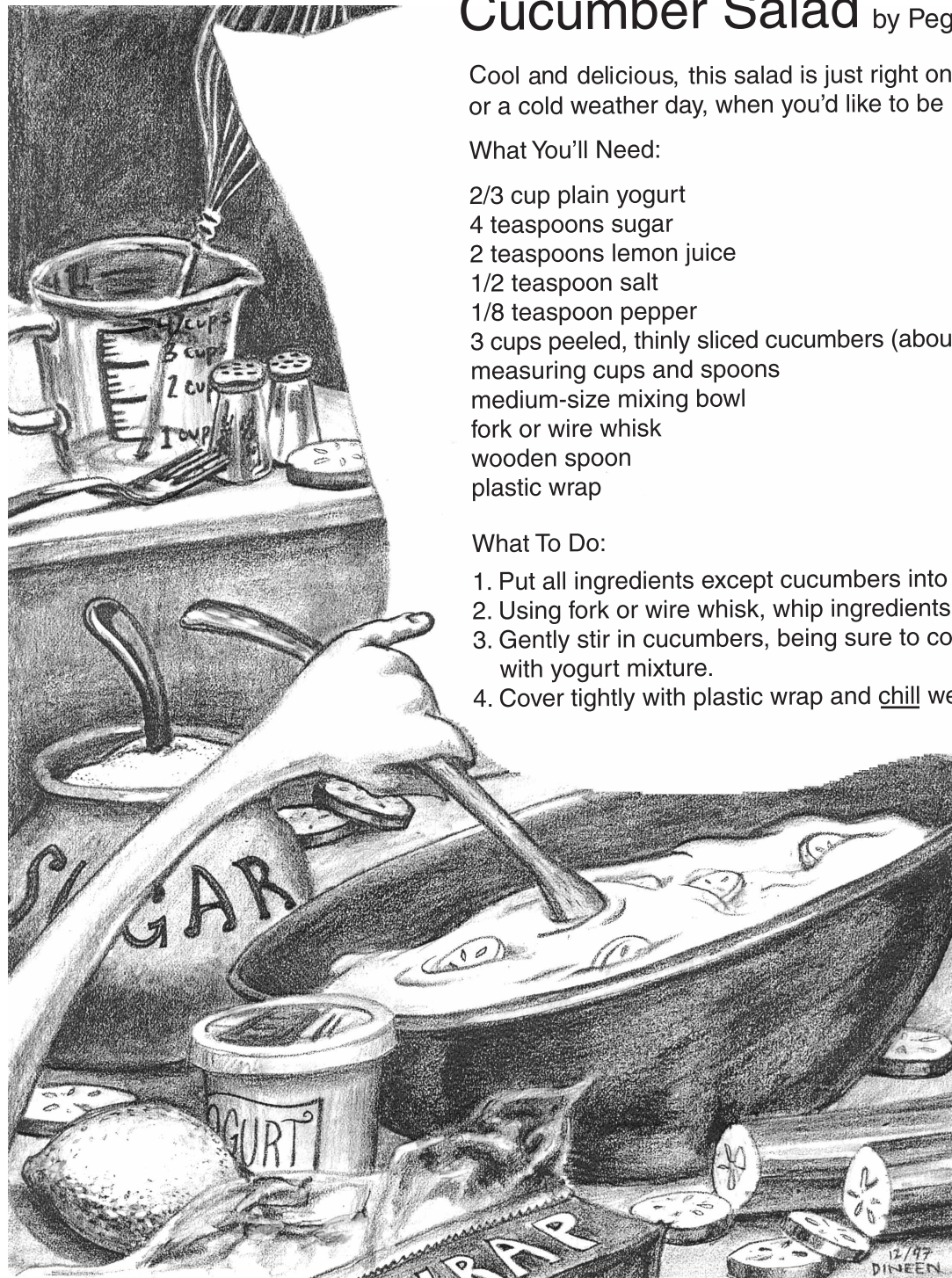
1. Which words BEST describe Matthew at the beginning of the story?
 - A. upset and impatient
 - B. cheerful but bored
 - C. anxious and frightened
 - D. puzzled but curious
2. Matthew's parents think he is acting strangely because he
 - A. has a fever.
 - B. might have a head injury.
 - C. does not want to do chores.
 - D. is teasing them.

3. This story is
 - A. nonfiction.
 - B. a biography.
 - C. fiction.
 - D. an autobiography.
4. Ma said, "I reckon it's time for nooning." What does nooning mean?
 - A. making camp for the evening
 - B. yoking up the oxen
 - C. having lunch and resting
 - D. beginning to move along the trail

Read all parts of the question before you begin. Write your answer to open-response question 5 in the space provided on page _ of your Student Response Booklet (Reading). DO NOT WRITE ANY ANSWERS IN THIS TEST BOOKLET.

5. In the story, "First Light," Matthew woke up in another time period, the 1850s.
- a. Describe FOUR things Matthew discovered that were different from what he was used to in his present life.
 - b. Explain how each of those differences affected him. Use information from the story to support your answer.

A recipe presents information in a special way. Read this recipe for a tasty cucumber salad. Then answer the questions.



Cucumber Salad by Peggy Rynk

Cool and delicious, this salad is just right on a hot summer day—or a cold weather day, when you'd like to be reminded of summer.

What You'll Need:

2/3 cup plain yogurt
4 teaspoons sugar
2 teaspoons lemon juice
1/2 teaspoon salt
1/8 teaspoon pepper
3 cups peeled, thinly sliced cucumbers (about 2 medium-size cucumbers)
measuring cups and spoons
medium-size mixing bowl
fork or wire whisk
wooden spoon
plastic wrap

What To Do:

1. Put all ingredients except cucumbers into mixing bowl.
2. Using fork or wire whisk, whip ingredients together until smooth.
3. Gently stir in cucumbers, being sure to coat each slice with yogurt mixture.
4. Cover tightly with plastic wrap and chill well before serving.

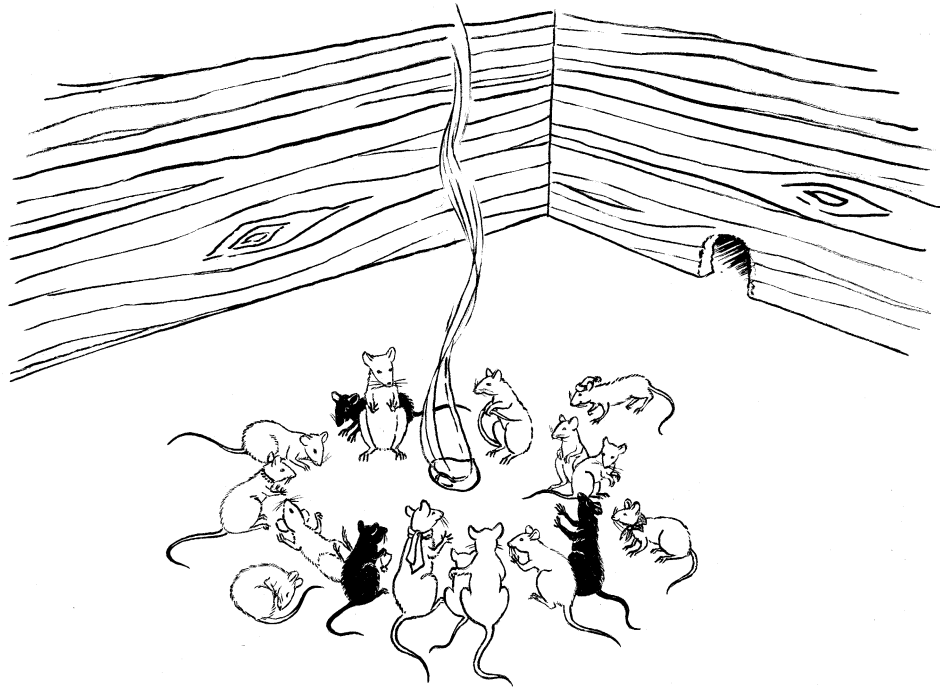
Mark your answer choices for multiple-choice questions 6 through 9 in the spaces provided on page _ of your Student Response Booklet.

6. This recipe is divided into sections. The size of the mixing bowl can be found in the section titled
- A. What You'll Need.
 - B. Supplies Needed.
 - C. What to Do.
 - D. Cool and Delicious.
7. Which ingredients are used in cucumber salad?
- A. whole lemons and sugar
 - B. orange juice and salt
 - C. lemon juice and sugar
 - D. green peppers and salt
8. It is important to whip some of the ingredients in this recipe because they need to be
- A. smooth.
 - B. coated with yogurt.
 - C. cold.
 - D. measured carefully.
9. What is a synonym for the word chill?
- A. heat
 - B. grill
 - C. thaw
 - D. cool

Read all parts of the question before you begin. Write your answer to open-response question 10 in the space provided on page _ of your Student Response Booklet (Reading). DO NOT WRITE ANY ANSWERS IN THIS TEST BOOKLET.

10. The recipe for cucumber salad presents information in several different ways.
- a. Describe TWO ways information is shown on the page.
 - b. Explain how EACH of these ways helps the reader use the recipe.

The passage below is from a fictional book. Read to find out about Benjamin Franklin and his mouse, Amos. Then answer the questions.



BEN and ME

By Robert Lawson

WE INVENT THE FRANKLIN STOVE

I slept late the next morning. When I woke my fur-cap home was hanging on the bedpost, and I in it.

Dr. Franklin was again crouched over the fire attempting to write, between fits of sneezing and glasses-hunting. The fire, what there was of it, was smoking, and the room was as cold as ever.

“Not wishing to be critical—” I said. “But, perhaps, a bit of wood on that smoky ember that you seem to consider a fire might—”

“WASTE NOT, WANT NOT,” said he, severe, and went on writing.

“Well, just suppose,” I said, “just suppose you spend two or three weeks in bed with pewmonia—would that be a waste or—”

“It would be,” said he, putting on a log, “whatever your name might be.”

“Amos,” said I . . . “And then there’d be doctors’ bills—”

“BILLS!” said he, shuddering, and put on two more logs, quick. The fire blazed up then, and the room became a little better, but not much.

“Dr. Franklin,” I said, “that fireplace is all wrong.”

“You might call me Ben—just plain Ben,” said he . . . “What’s wrong with it?”

“Well, for one thing, most of the heat goes up the chimney. And for another, you can’t get around it. Now, outside our church there used to be a Hot-chestnut Man. Sometimes, when business was rushing, he’d drop a chestnut. Pop was always on the look-out, and almost before it touched the ground he’d have it in his

sack—and down to the vestry with it. There he'd put it in the middle of the floor—and we'd all gather round for the warmth.

“Twenty-eight of us it would heat, and the room as well. It was all because it was OUT IN THE OPEN, not stuck in a hole in the wall like that fireplace.”

“Amos,” he interrupted, excited, “there’s an idea there! But we couldn’t move the fire out into the middle of the room.”

“We could if there were something to put it in, iron or something.”

“But the smoke?” he objected.

“PIPE,” said I, and curled up for another nap.

Mark your answer choices for multiple-choice questions 11 through 14 in the spaces provided on page _ of your Student Response Booklet.

11. Amos suggested that Dr. Franklin should move the fire out into the middle of the room to
- A. cook the food.
 - B. warm the whole room.
 - C. light the room.
 - D. watch and enjoy.

12. In this passage, PIPE means
- A. a water pipe.
 - B. to be quiet.
 - C. a stove pipe.
 - D. to be warm.

13. According to the story, who invented the Franklin stove?
- A. Ben Franklin and Amos
 - B. Amos, the mouse
 - C. Benjamin Franklin
 - D. Pop, Amos’ father

14. Ben put TWO more logs on the fire because he
- A. did not want to waste them.
 - B. needed more fire for cooking.
 - C. needed more light to read.
 - D. did not want doctors’ bills.

Write your answer to open-response question 15 in the space provided on page _ of your Student Response Booklet (Reading). DO NOT WRITE ANY ANSWERS IN THIS TEST BOOKLET.

15. This story describes the invention of the Franklin Stove. Explain why this story is FICTION. Use information from the story to support your answer.

PLEASE STOP!

READING – SECTION B

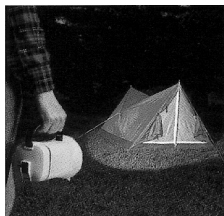
This test section contains two reading selections with a total of eight multiple-choice and two open-response (short-answer) questions. Please mark your answers for the multiple-choice questions in the spaces provided on page _ of your Student Response Booklet (Reading). Mark only one answer for each question. If you do not know the answer, make your best guess. DO NOT WRITE ANY ANSWERS IN THIS TEST BOOKLET. WHEN YOU FINISH, DO NOT WORK ON ANY OTHER TEST SECTION.

Flashlights can do more than light our way. Read the following advertisement to find out what these flashlights can do. Then answer the questions.

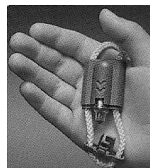


Can your flashlight or lantern do any of this?

The large 2-way Light has a 2-Position strap that you can move from the side to the top. When it's a flashlight, click it into the side and it's easy to carry. When you want a lantern, move it up to the top, and you can easily carry or hang it! And don't worry, you can never lose the strap—only one end of it is removable, the other end is permanently attached.



Our smallest light comes with some mighty interesting features. For one, it can even make light in the daytime with the retractable mirror. Use it to reflect the sunlight to get the attention of someone out of earshot. To help you get your message across, it has Morse code written on the side. And because you always want to be prepared, it even has a compartment to store an extra bulb.



Our medium-sized light may be the handiest of all. It's big enough to grip in the palm of your hand, and small enough to store in a drawer or backpack. And it's the perfect light for camping. As a flashlight, you can focus a beam of light along a path in the woods, or just into your duffel bag to find what you're looking for. As a lantern, you can set it down or hang it up, and have your hands free to read or work.



Eveready® Two-Way Lights. Get Yours Before It Gets Dark!

Mark your answer choices for multiple-choice questions 16 through 19 in the spaces provided on page _ of your Student Response Booklet.

16. This advertisement is trying to get the reader to
- A. buy a flashlight.
 - B. go camping.
 - C. use a flashlight correctly.
 - D. send flashlight messages.
17. The smallest light has a mirror to
- A. be used as a lantern.
 - B. be used to send messages.
 - C. make things look larger.
 - D. make it easy to find in the dark.
18. By reading this advertisement, the reader knows that the designers of this advertisement
- A. do not like flashlights.
 - B. use only one kind of flashlight.
 - C. think these flashlights are very useful.
 - D. do not know which flashlight to buy.
19. The pictures in this advertisement show the reader
- A. how the flashlights are different from one another.
 - B. how to buy flashlights.
 - C. how to change batteries in a flashlight.
 - D. how to care for flashlights.

Write your answer to open-response question 20 in the space provided on page _ of your Student Response Booklet (Reading). DO NOT WRITE ANY ANSWERS IN THIS TEST BOOKLET.

20. Imagine that you are going shopping for a flashlight. Which flashlight from the advertisement would you choose? Based on the information from the advertisement, explain why this flashlight is best for you.

Many people dream of competing in the Olympics. Read this article which describes two children who are already training hard. Then answer the questions.

Olympic Hopefuls

by Bruce Littlefield

It's never too soon to get ready for the Olympics. Here's a look at two kids who may be headed to the big Games one day.

PAIGE JOHNSON

Age: 10

Hometown: Washington, D.C.

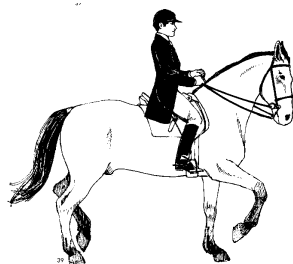
Event: Horseback Riding

Olympic Target Date: 2004

Favorite Subject: Math

Favorite TV Show: Home Improvement

Favorite Music Group: TLC



HORSIN' AROUND

When Paige Johnson was a little girl, she saw "My Little Pony" on TV. She told her mom that she wanted to ride horses.

Now Paige is 10 and she is one of the best young horse riders in the U.S. Paige rides six days each week. (That's because the horses need a day off!)

"I have seven horses. Their names are Patriot, Puffy, J.D., Domino, By George, Warlock, and Tripoli," Paige says proudly.

After riding, Paige goes home to eat and do homework. "School is very important to me," she tells *Kid City*.

Watch for Paige in future Olympic Games!

CHRIS COLWILL

Age: 11

Hometown: Brandon, FL

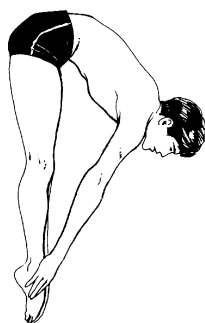
Event: Diving

Olympic Target Date: 2000

Favorite TV Show: Full House

Heroes: Divers Greg Louganis & Scott Donie

His Challenge: Chris has trouble hearing. He and his coach have worked out special signals so they can "talk" to each other.



POWER DIVE

When you're climbing out of bed in the morning, Chris Colwill is climbing up a platform 25 feet over the water. Chris, 11, is the youngest member of the U.S. Diving Team.

Since *Kid City* talked to Chris last summer, he's decided to try out for the Olympic team in 2000. That's four years ahead of schedule!

Chris works hard at diving. Every morning from 6 to 7 he practices. Then he goes to school. After school he does his homework. Then he practices from 5 to 7 every night.

Chris tells KC: "I just want to be a good diver and feel good about myself."

Mark your answer choices for multiple-choice questions 21 through 24 in the spaces provided on page _ of your Student Response Booklet.

21. Paige rides her horses six days a week. Why does she take one day off?
- A. Her parents need her at home.
 - B. Her horses need a rest.
 - C. She needs to do homework.
 - D. She only has six horses to ride.
22. Paige's love for horses can be compared to Chris's love for
- A. winning.
 - B. practicing hard.
 - C. diving.
 - D. feeling good.
23. Which word below has the same vowel sound as the **i** in the word city?
- A. drive
 - B. little
 - C. rider
 - D. climb
24. In the article's title, the suffix "ful" was added to the base word "hope" to change its meaning. Hopeful means
- A. with no hope.
 - B. with much hope.
 - C. with little hope.
 - D. with not much hope.

Read all parts of the question before you begin. Write your answer to open-response question 25 in the space provided on page _ of your Student Response Booklet (Reading). DO NOT WRITE ANY ANSWERS IN THIS TEST BOOKLET.

25. Coaches agree that certain qualities help athletes to be successful.
- a. Identify THREE qualities Paige and Chris share that will help them be successful.
 - b. Explain how these qualities will help them.

PLEASE STOP!

READING – SECTION C

This test section contains one reading selection with a total of four multiple-choice and one open-response (short-answer) questions. Please mark your answers for the multiple-choice questions in the spaces provided on page _ of your Student Response Booklet (Reading). Mark only one answer for each question. If you do not know the answer, make your best guess. DO NOT WRITE ANY ANSWERS IN THIS TEST BOOKLET. WHEN YOU FINISH, DO NOT WORK ON ANY OTHER TEST SECTION.

The following story is a chapter from the book Robinson Crusoe. Read to find out more about how Robinson Crusoe lived. Then answer the questions that follow.

The Years Pass By

One by one the years went by. Each year I learned more and more. I found that there was no summer or winter on this island. But there were rainy seasons and dry seasons. I learned not to plant my grain at the beginning of the dry season. I learned not to let the rainy season come upon me when I had no food put by, for I could not hunt in the rain.

I learned that if I put branches from one kind of tree into the ground at the start of the rainy season, they would grow and form a thick tight fence. I used these trees to make fences around the fields in which I kept my goats. I made myself a little house of these trees in the valley where the grapes grew. Sometimes I stayed there for two or three weeks at a time in the dry season. It was in that valley that I had my grain fields. The ground was rich, and the grain grew well.

I needed some baskets to carry my grain. As a boy, I had watched a basketmaker who used small branches from a willow tree. The trees I used to make my fence were very much like willows. So, one day, I cut some small branches from those trees and tried to make a basket from them. My baskets were not beautiful, but they were very useful. I

made plenty of baskets in the rainy season when I had to stay in my cave. But I could not make the baskets tight so that the small grain would not run out.

I found some clay and made pots which were smaller than the baskets. When they were dry I put one inside each basket. I put straw between the basket and the pot to keep it from breaking. The pots would hold my grain, but they would not hold water.

I needed something to carry water in and to cook in. Then one day I saw a broken piece of clay pot that had fallen into my fire. It was bright red and hard as a dish.

I said to myself, “Well, if they will burn hard like that when they are broken, I will see if I can burn one hard that is not broken.” So I made some small pots. I placed a pile of wood around them and set the wood on fire. I kept the fire going for five or six hours and then let it die down slowly.

I could hardly wait till the pots were cool to try them. They were lumpy and thick, but they were as hard as could be.

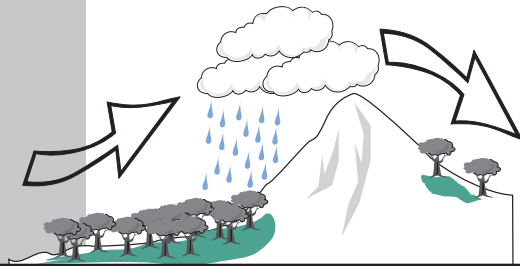
Mark your answer choices for multiple-choice questions 26 through 29 in the spaces provided on page _ of your Student Response Booklet.

26. The two seasons on the island were the
- A. hot season and the cold season.
 - B. rainy season and the cold season.
 - C. hot season and the dry season.
 - D. rainy season and the dry season.
27. The things people do can tell a lot about them. What one thing could you say is NOT true about Robinson Crusoe from his actions in the story?
- A. He made good use of the materials around him.
 - B. He learned from watching others.
 - C. He was determined to live.
 - D. He was good at reading maps.
28. What did Robinson Crusoe use to make his baskets?
- A. roots
 - B. branches
 - C. clay
 - D. grass
29. When Robinson Crusoe first made clay pots, he used them to hold
- A. water.
 - B. shells.
 - C. grain.
 - D. sand.

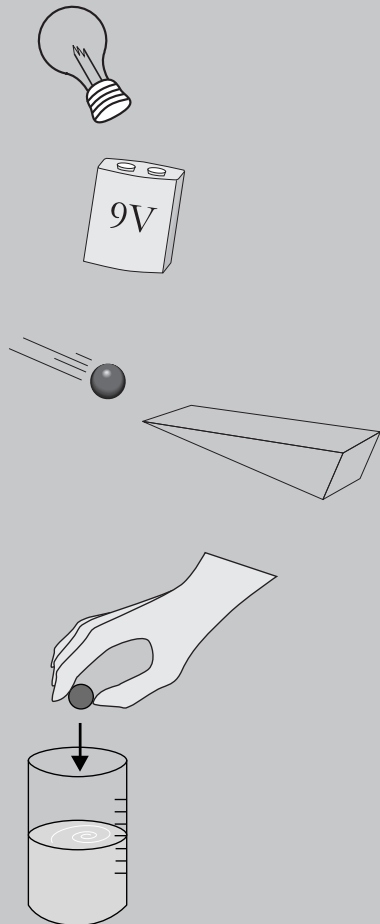
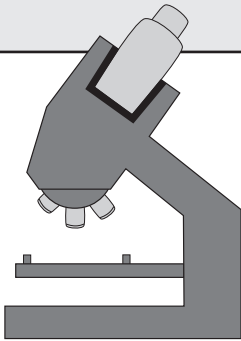
Read all parts of the question before you begin. Write your answer to open-response question 30 in the space provided on page _ of your Student Response Booklet (Reading). DO NOT WRITE ANY ANSWERS IN THIS TEST BOOKLET.

30. In order to live on the island, Robinson Crusoe had to learn many things.
- a. Describe THREE things he learned.
 - b. Explain how each one helped him live on the island.
- Use information from the story to support your answers.

PLEASE STOP!



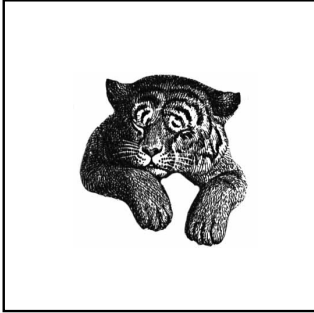
GRADE 4 SCIENCE



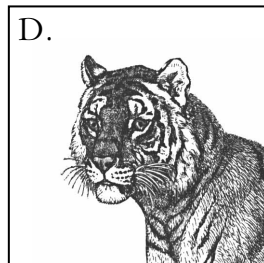
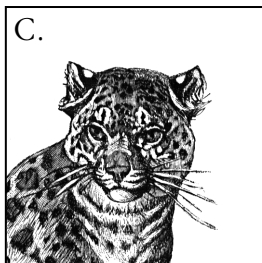
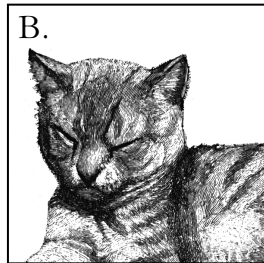
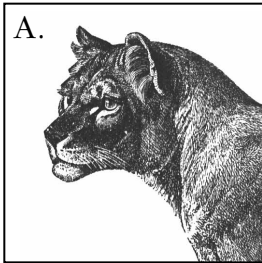
SCIENCE – SECTION A

This test section contains nine multiple-choice and three open-response (short-answer) questions. Please mark your answers for the multiple-choice questions in the spaces provided on page _ of your Student Response Booklet (Science). Mark only one answer for each question. If you do not know the answer, make your best guess. DO NOT WRITE ANY ANSWERS IN THIS TEST BOOKLET. WHEN YOU FINISH, DO NOT WORK ON ANY OTHER TEST SECTION.

Use the picture below to answer question 1.



1. Which would most likely be this animal's parent?



2. When water changes from solid to liquid to gas, which statement is true?
- A. The mass (amount) stays the same.
 - B. The temperature goes down.
 - C. The temperature stays the same.
 - D. The mass (amount) is greater.
3. When a car rolls straight down a steep hill, what happens to the car?
- A. It changes direction.
 - B. It decreases in weight.
 - C. Its friction decreases.
 - D. Its speed increases.
4. How are the gills of a fish and the lungs of a bird alike?
- A. Both are used to get oxygen.
 - B. Both are forms of protection for animals.
 - C. Both are on the outside of the animal.
 - D. They are not alike because they have different jobs.

5. Which correctly lists the needs of each type of organism for life?

	Plants	Animals
A.	light, oxygen, nutrients	light, oxygen, water
B.	air, light, water	carbon dioxide, nutrients
C.	air, light, nutrients, water	food, oxygen, water
D.	carbon dioxide, water	air, food, light, water

6. Soil is made up MOSTLY of

- A. helium.
- B. weathered rock.
- C. water.
- D. air.

7. Two students did a science experiment in class. They recorded the temperature of a liquid each minute. The chart below shows their data. What will be the temperature of the liquid at the 6-minute reading?

Temperature of a Liquid in Degrees Celsius (C)

Minute 1	Minute 2	Minute 3	Minute 4	Minute 5	Minute 6
21° C	23° C	25° C	27° C	29° C	?

- A. 29°C
 - B. 31°C
 - C. 32°C
 - D. 33°C
8. When we look at the sky at night, why do we seldom notice the other planets in the solar system?
- A. The planets are very small.
 - B. The planets are so far away they look much like distant stars.
 - C. The planets rotate at different speeds.
 - D. The planets are moving so fast that they are hard to see.
9. If you place four spoons in a pan of heated water, which spoon handle will get hot the quickest?
- A. the metal spoon with a plastic handle
 - B. the wooden spoon with a wooden handle
 - C. the metal spoon with a metal handle
 - D. the wooden spoon with a plastic handle

SCIENCE OPEN-RESPONSE QUESTIONS

Read all parts of each open-response question before you begin. Write your answers to open-response questions 10, 11, and 12 in the spaces provided on pages __, __, and __ of your Student Response Booklet (Science). DO NOT WRITE ANY ANSWERS IN THIS TEST BOOKLET.

Write your answer to question 10 in the space provided on page __ of your Student Response Booklet.

Plant Parts

10. Look at the picture of the rose plant below.



- a. Describe TWO of its parts.
- b. Explain what each part does for the plant. Some terms you may want to use are: protection, water, reproduction, energy, and photosynthesis.

Write your answer to question 11 in the space provided on page __ of your Student Response Booklet.

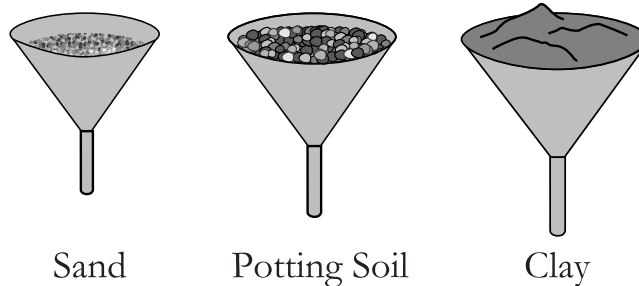
Changing States

11. In spring, ice and snow change and become liquid water. In summer, when it rains on the sidewalk, the water “dries up” and becomes water vapor which is a gas.
- a. Tell what happens to make the ice and snow become liquid and the water on the sidewalk become water vapor.
 - b. Give TWO examples of ways that these changes to water are important in people’s lives.

Write your answer to question 12 in the space provided on page _ of your Student Response Booklet.

Joe's Soil Experiment

12. Joe is doing an experiment to find out which type of soil soaks up the most water. He starts by getting three funnels and putting a different type of soil into each.



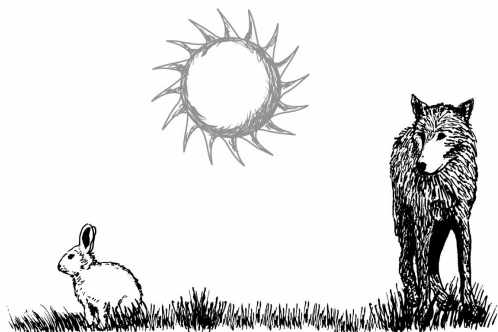
Joe then pours water into each funnel until water begins to drip from the bottom. His experiment has some mistakes.

- Describe TWO of the mistakes in the design of Joe's experiment.
- Describe how Joe could correct the mistakes you described in **part a**.

PLEASE STOP!

SCIENCE – SECTION B

This test section contains nine multiple-choice and two open-response (short-answer) questions. Please mark your answers for the multiple-choice questions in the spaces provided on page _ of your Student Response Booklet (Science). Mark only one answer for each question. If you do not know the answer, make your best guess. DO NOT WRITE ANY ANSWERS IN THIS TEST BOOKLET. WHEN YOU FINISH, DO NOT WORK ON ANY OTHER TEST SECTION.



13. Wolves get energy from eating rabbits. Rabbits get energy from eating grass. The grass makes its own food energy. If lots of the wolves were killed, then
- A. there would be more rabbits.
 - B. there would be fewer rabbits.
 - C. more grass would grow.
 - D. less grass would be eaten.

Use the drawing below to answer question 14.

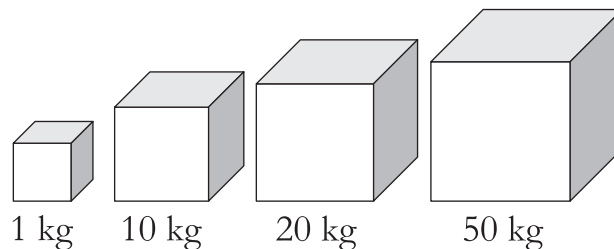


14. The ball is rolling toward the ramp. As it keeps rolling, it will roll
- A. across the floor and up the ramp.
 - B. until it gets to the ramp and then jump over it.
 - C. up to the ramp and then curve around it.
 - D. to the bottom of the ramp and then bounce back.

15. What is Earth's main source of heat and light?
- A. electricity
 - B. coal
 - C. the Sun
 - D. the Moon
16. MOST of Earth is covered by
- A. land.
 - B. water.
 - C. trees.
 - D. desert.
17. Which statement is NOT true about air?
- A. We feel the wind when air moves.
 - B. Air is made of only one substance.
 - C. Air takes up space.
 - D. Air is in the form of a gas.
18. If farmers cleared a large forest and planted grass, the squirrels that had lived in the forest would most likely
- A. move to other areas that had trees.
 - B. learn to live in the long grass.
 - C. find seeds and nuts to plant more trees.
 - D. build their nests on the ground.

19. The producers at the start of a food chain are
- A. small animals.
 - B. predators.
 - C. green plants.
 - D. insects.
20. Which Earth material is a liquid at room temperature?
- A. air
 - B. sand
 - C. soil
 - D. water

Use the drawing below to answer question 21.



21. All of the boxes shown above can slide easily. Which box will move farthest if each is struck with the same amount of force?
- A. the 1-kg box
 - B. the 10-kg box
 - C. the 20-kg box
 - D. the 50-kg box

SCIENCE OPEN-RESPONSE QUESTIONS

Read all parts of each open-response question before you begin. Write your answers to open-response questions 22 and 23 in the spaces provided on pages _ and _ of your Student Response Booklet (Science). DO NOT WRITE ANY ANSWERS IN THIS TEST BOOKLET.

Write your answer to question 22 in the space provided on page _ of your Student Response Booklet.

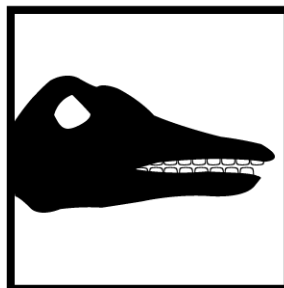
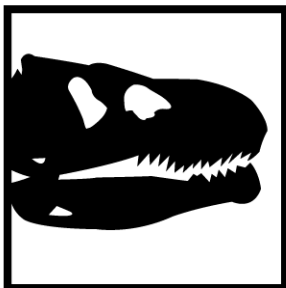
Cooling Down

22. You are sitting in a hot, sunny place, and you begin to sweat.
- What happens to the sweat on your body as you sit in the sun?
 - How does sweating make your body feel cooler?

Write your answer to question 23 in the space provided on page _ of your Student Response Booklet.

Meat-Eaters and Plant-Eaters

23. Characteristics such as head shape, eye position, and type of teeth help scientists decide if fossilized animal remains come from a meat-eater or a plant-eater.



Look at the pictures above. Describe which animal was a meat-eater and which was a plant-eater. Use EACH animal's characteristics to explain your answer.

PLEASE STOP!

SCIENCE – SECTION C

This test section contains six multiple-choice and one open-response (short-answer) questions. Please mark your answers for the multiple-choice questions in the spaces provided on page _ of your Student Response Booklet (Science). Mark only one answer for each question. If you do not know the answer, make your best guess. DO NOT WRITE ANY ANSWERS IN THIS TEST BOOKLET. WHEN YOU FINISH, DO NOT WORK ON ANY OTHER TEST SECTION.

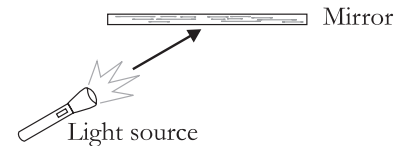
24. Which statement is true about the weather ten years ago?

- A. It was exactly the same every day.
- B. It was always rainy and cold all over the world.
- C. It was always rainy and hot all over the world.
- D. It was changing from day to day.

25. Which feature helps you know that an organism is an insect?

- A. the number of its body parts
- B. the number of its eyes
- C. the number of its wings
- D. the number of eggs it lays

26. Which picture shows how a mirror reflects light?



- A.

Diagram A shows a horizontal mirror. A light source (flashlight) is positioned below and to the left. A beam of light points from the source to the mirror, and another beam reflects off the mirror at an angle.
- B.

Diagram B shows a horizontal mirror. A light source (flashlight) is positioned below and to the left. A beam of light points from the source to the mirror, and then splits into two separate beams reflecting away from the mirror.
- C.

Diagram C shows a horizontal mirror. A light source (flashlight) is positioned below and to the left. A beam of light points from the source to the mirror, and then continues straight ahead, parallel to the mirror.
- D.

Diagram D shows a horizontal mirror. A light source (flashlight) is positioned below and to the left. A beam of light points from the source to the mirror, and then reflects straight down.

27. Which statement is true about soil?

- A. Soil takes in water from its surroundings.
- B. Soil can change into water.
- C. Soil contains ONLY small pieces of rock.
- D. Soil contains ONLY plant and animal remains.

28. One way stars are different from moons is stars
- A. move around planets, and moons do not.
 - B. are colder than moons.
 - C. are rounder than moons.
 - D. produce heat and light, and moons do not.
29. Scientists are trying to find the temperature of a lake. To get an accurate temperature, they should measure it
- A. again and again until they get the same result.
 - B. only once and only in the center.
 - C. several times at different places.
 - D. several times in the same place.

SCIENCE OPEN-RESPONSE QUESTIONS

Read all parts of the open-response question before you begin. Write your answer to open-response question 30 in the space provided on page _ of your Student Response Booklet (Science). DO NOT WRITE ANY ANSWERS IN THIS TEST BOOKLET.

Write your answer to question 30 in the space provided on page _ of your Student Response Booklet.

Earth Materials

30. Some of Earth's materials are:

- soil
 - water
 - gases of the atmosphere
- a. Choose TWO materials from the list above. Explain how a PLANT uses these materials to live.
 - b. Choose TWO materials from the list above. Explain how an ANIMAL uses these materials to live.

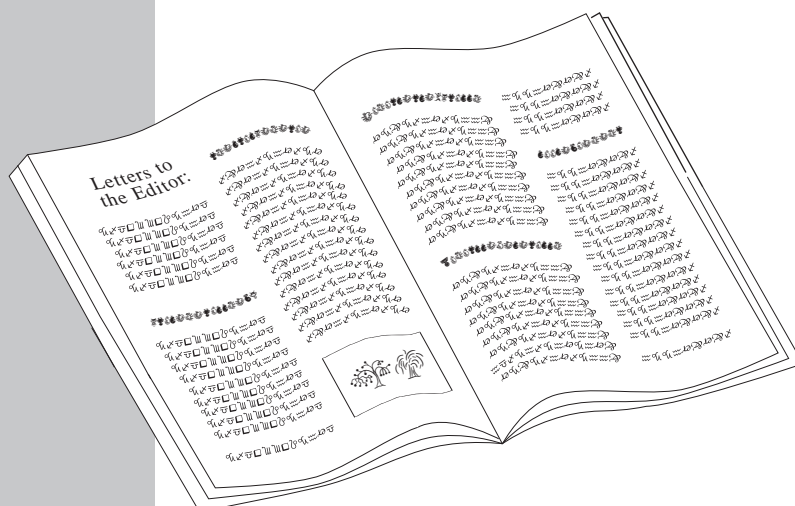
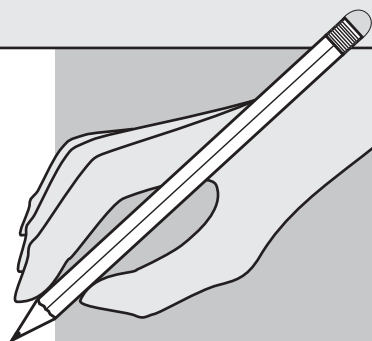
PLEASE STOP!



GRADE 4 WRITING



**EDUCATION
PAYS**



WRITING

GENERAL DIRECTIONS

This section contains two possible writing tasks. Read carefully the two writing tasks on the following pages. Then choose ONE of the tasks to complete.

You will have 90 minutes of time to

- think about what you want to write;
 - make notes, outline, web, map, cluster, brainstorm, or use any other prewriting/planning activity;
 - write a draft of your paper;
 - revise and edit your draft; and
 - write the final copy of your piece.
- ◆ Use the space on page _ of your test booklet to plan and write a draft of your piece.
 - ◆ Write your final piece beginning on page _ of your Student Response Booklet.
 - ◆ Your draft will not be scored. Your FINAL piece will be scored.
 - ◆ You may either print or write your final piece.
 - ◆ You may use a dictionary and/or thesaurus.
 - ◆ You will do this task by yourself.

On page _ of your Student Response Booklet, use a #2 pencil to fill in the circle that shows the number of the writing task you have chosen.

As you write and rewrite, remember to

- keep in mind what you want to say to your reader;
- include details and examples;
- fit all your ideas together;
- use a variety of different words and sentences; and
- check your spelling, punctuation, and capitalization.

WRITING TASK 7

SITUATION:

All students have responsibilities in the classroom. In the school handbook there is a list of responsibilities.

Student Responsibilities

- Following rules
- Using time wisely
- Listening carefully
- Attending school regularly
- Completing homework
- Following directions

WRITING TASK:

After looking at the list, write a letter to a new fourth grader. Tell which responsibilities you think are most important and why.

These criteria will be used to score your work.

PURPOSE/AUDIENCE	The degree to which the writer <ul style="list-style-type: none">• establishes and maintains a purpose• communicates with the audience• employs a suitable voice and/or tone
IDEA DEVELOPMENT/SUPPORT	The degree to which the writer provides thoughtful, detailed support to develop main idea(s)
ORGANIZATION	The degree to which the writer demonstrates <ul style="list-style-type: none">• logical order• coherence• transitions/organizational signals
SENTENCES	The degree to which the writer includes sentences that are <ul style="list-style-type: none">• varied in structure and length• constructed effectively• complete and correct
LANGUAGE	The degree to which the writer exhibits correct and effective <ul style="list-style-type: none">• word choice• usage
CORRECTNESS	The degree to which the writer demonstrates correct <ul style="list-style-type: none">• spelling• punctuation• capitalization

WRITING TASK 8

SITUATION:

Your class is studying endangered animals. The class wants to make a booklet about the animals that can be shared with students in your school. You have been asked to write an article about any animal on the chart below that you think should be saved.

<u>Animals</u>	<u>Where They Live</u>	<u>How Many Are Left?</u>
Blue Whale	Oceans	7,500
Giant Panda	China	200
Black Rhinoceros	India	600
Polar Bear	Arctic	8,000
Bald Eagle	North America	600
Siberian Tiger	Asia	200

WRITING TASK:

Write an article for the class booklet telling which animal you are most interested in saving and why.

These criteria will be used to score your work.

PURPOSE/AUDIENCE	<p>The degree to which the writer</p> <ul style="list-style-type: none"> • establishes and maintains a purpose • communicates with the audience • employs a suitable voice and/or tone
IDEA DEVELOPMENT/SUPPORT	<p>The degree to which the writer provides thoughtful, detailed support to develop main idea(s)</p>
ORGANIZATION	<p>The degree to which the writer demonstrates</p> <ul style="list-style-type: none"> • logical order • coherence • transitions/organizational signals
SENTENCES	<p>The degree to which the writer includes sentences that are</p> <ul style="list-style-type: none"> • varied in structure and length • constructed effectively • complete and correct
LANGUAGE	<p>The degree to which the writer exhibits correct and effective</p> <ul style="list-style-type: none"> • word choice • usage
CORRECTNESS	<p>The degree to which the writer demonstrates correct</p> <ul style="list-style-type: none"> • spelling • punctuation • capitalization

PREWRITING/PLANNING SPACE

WRITE THE FINAL COPY OF YOUR PIECE IN YOUR STUDENT RESPONSE BOOKLET.

PLEASE STOP!

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DO NOT GO ON TO THE NEXT PAGE.

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